TN Department of
Education

Professional Learning Package: Implementing Unit Starters

Module 2:
Refining Instruction
with Unit Starters
Learning Session 2c

Module 2 Learning Sessions

Session	Guiding Questions
1 ✓	• What growth did students make as a result of engagement with the Unit Starters? • What growth did I make as a teacher as a result of engagement with the Unit Starters?
2	• How can I refine my instruction moving forward?

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Time: 1 min – 0:01

Script: "The first learning session in this module prompted us to reflect on what we and our students learned as a result of engagement with the Unit Starter. In this second learning session, we will focus more on action. We'll talk about specific things we can do to refine our instruction moving forward."

Additional Facilitator Information:

Time: 1 min - 0:02

Script: "Let's take a moment to review our group norms so we can all engage in a productive learning experience…"

Additional Facilitator Information: Add further group norms if desired

Learning Session 2

- Guiding question:
  - How can I refine my instruction moving forward?

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Time: 1 min – 0:03

Script: "Please read the guiding question on this slide. Notice that the focus of this session is to identify concrete actions we can take to strengthen our instruction."

Additional Facilitator Information:

Mini-Session C: Incorporate New Literacy Strategies

Mini-Session C Learning Goals

- Reflect on the experience of Unit Starters
- Identify strategies or structures that were highly effective
- Locate resources to help you solidify those strategies or structures in your classroom using your resources

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Time: 2 Min. – 0:02

Script: "In this Mini-Session C, we will reflect on the experience of Unit Starters. We will identify strategies or structures that were highly effective for your students, and locate resources to help you solidify those strategies or structures in your classroom using your resources."

Additional Facilitator Information:

Reflection

- What strategies (e.g., interactive read aloud, shared reading) were most impactful for your students?
  - How could you incorporate those with your current resources?
- What structures (collaborative talk structures, focused question sequences, tasks) were most impactful for your students?
  - How could you incorporate those into your current plans and resources?

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Time: 9 Min. – 0:11

Script: "You have already spent some time reflecting on the Unit Starter experience. However, I want to specifically focus in and reflect on the instructional strategies that you used during the Unit Starter instruction.
What strategies, (i.e. Interactive Read Aloud, Shared Reading), were most impactful for your students?

How could you incorporate those with your current resources?

What structures (Collaborative Talk Structures, Focused Question Sequences, Tasks) were most impactful for your students?

How could you incorporate those into your current plans and resources?"

Additional Facilitator Information:

Identify Goals

- Chart strategies and structures that you would like to incorporate.
  - Add ways that you could do that using your resources.
  - Add any additional resources/supports that you might need.

Strategy/Structure	My resources	Additional Needs
Shared Reading	Basal Series	More information on qualitative complexity and the levels of text for each mode of reading
Interactive Read Aloud	Books from the school and public library	More help in developing text dependent questions and daily tasks
End-of-Unit tasks	Unit Starter; ELA Standards	Support in alignment to standards

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Time: 10 Min. – 0:21

Script: "Now that you have begun to think about the strategies that you would like to utilize with your current resources, chart the strategy, resource(s), and additional needs. This will help you focus in on the resources that you have and the instructional strategies that you would like to use. Additionally, it will allow you to identify areas where you need support."

Additional Facilitator Information:

Resources

- Resources to help you learn more about instructional strategies and structures for reading can be found on the Read to be Ready Website:
  - https://www.tn.gov/readtobeready/read-to-be-ready-coaching-network/read-to-be-ready-coaching-network-resources/resources-for-teachers.html
- Specific manuals for learning and guidance on Interactive Read Aloud, Shared Reading, Foundational Skills, & Interactive Speaking and Writing can be found here:
  - https://www.tn.gov/readtobeready/read-to-be-ready-coaching-network/read-to-be-ready-coaching-network-resources/resources-for-read-to-be-ready-coaches.html

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Time: 20 Min. - 0:41

Script: "Just as you have located and utilized the Unit Starter as a catalyst for change in literacy practices, there are also professional resources to support your learning as you implement these new strategies into your literacy instruction and current resources. Take a few minutes to locate these resources and pair them with the "Additional Needs" that you just identified. As a team, create a plan to implement these identified strategies and utilize the resources for support."

Additional Facilitator Information:

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork